

## Science - Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
- There are different types of forces Gravity can act without direct contact between the Earth and an object.
- Friction, air resistance and water resistance are forces which slow down moving objects.
- The effects of friction, air resistance and water resistance can be reduced or increased for a preferred effect.
- More than one force can act on an object simultaneously (either reinforcing or opposing each other).

### Working Scientifically

- Exploring falling paper cones or cup-cake cases.
- Designing and making [exploring] a variety of parachutes.
- Carrying out fair tests to determine which designs are the most effective.
- Exploring resistance in water by making and testing boats of different shapes. .

### Collaborative, Independent, Flourish

#### How did God use forces to spread his message?

#### History – Anglo Saxons and Scots

- To develop a sense of chronology through creating an overview of when and where the Scots invaded from Ireland to North Britain- now Scotland.
- To develop a sense of chronology through study of Anglo-Saxon invasions, settlements, and kingdoms, place names and village life.
- To develop historical vocabulary linked to period
- To compare and contrast and identify similarities and differences between village life in Anglo-Saxon times and today.
- To understand that there are different points of view and different sources of evidence.
- To devise historical questions about changes that happened as a result of invasions and to raise questions about the causes of invasions.

#### What if the Anglo-Saxons hadn't been converted to Christianity?

#### Relevant, challenge

#### Computing – Online Safety/ Search Engines and Check Evidence

- Use technology responsibly.
- Talk about and describe the process of finding specific information, noting any difficulties during the process and how these were overcome
- Understand that information found as a result of a search can vary in relevance.
- Begin to recognise that anyone can author on the internet and sometimes web content is inaccurate or even offensive.
- Understand that provision is made in schools to filter
- Begin to understand the concept of copyright, e.g. what images, videos or sounds are legal and safe to use in their own work.
- Begin to understand the need to acknowledge sources of information.
- Understand when and where the internet can be used as a research tool.

#### Relevant, flourish, independent

#### PE – Dance (Superheroes – 2<sup>nd</sup> half term)

- To create movement using a stimulus.
- To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group
- To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.
- To perform more complex dance phrases that communicate character and narrative.
- To evaluate, refine and develop their own and others' work.

#### Challenge, Collaborative, Independent, Creative



Mrs Bolton - Class 3 – Spring 2 - 2022

## Mighty Forces

### RE - Unit S6 – Why is Lent such a special Season?

- Why is Lent a special season in the church calendar?
- What would be missing if Lent wasn't there?
- Why does Lent last 40 days?
- Why is purple the colour of Lent?
- What is fasting?
- Why do people fast?

#### What if we never prepared for things?

#### Inspirational, Unique, Flourish

#### DT – Design, Make and Evaluate

#### Mechanical Systems – A Moving Model

- Develop vocabulary related to the project.
- Use mechanical systems such as gears, pulleys, levers and linkages.
- Use lolly sticks/card to make levers and linkages.
- Use linkages to make movement larger or more varied.
- Draw/sketch products to help analyse and understand how products are made.

Consider and explain how the finished product could be improved – either create an Anglo-Saxon boat or a Sutton Hoo helmet with moveable pieces created by lollipop sticks or card Creative, challenge, independent

#### PHSE – Me and My Relationships

- What makes a family?
- Features of family life,
- Positive friendships including online

#### SCARF units - • As a rule

- My special pet
- Tangram team challenge
- Looking after our special people
- How can we solve this problem?
- Dan's dare
- Thunks
- Friends are special

#### Which are the most important relationships in the Bible?

Can you think of relationships in the Bible which have been tested?

## Mathematics

Week 1 - Volume and Capacity - Mass

Week 2 - Addition and Subtraction - Statistics

Week 3 – 2D and 3D shape including sorting

Week 4 – Fractions equivalence –add and subtract

Week 5 – Time

Week 6 – Assess and Review Week

Plus basic skills

Times tables Rock Stars

Morning work – using and applying – problem solving

Challenge cards and Maths Table

**Challenge, collaborative, independent**

## English

Using whole texts as stimulus for writing and reading opportunities – continue

with **Charlotte's Web**

▪ **Beowulf – myth**

▪ **Persuasion- Letters**

- Children will be able to identify appropriate statements for use in a persuasive letter.
- Children will be able to create a plan for a persuasive letter.
- Children will be able to organise paragraphs to reflect the purpose.
- Children will be able to write a persuasive letter which includes: present perfect form of verbs and conjunctions – although, if, so. features of persuasive letters.

Guided Reading with focused Learning Objectives from Klips

Domain 2D – Infer – justify inferences with evidence from the text

#### Inspirational, creative, relevant

#### How was Jesus persuaded in the wilderness?

#### French – MFL - MC – Learning another language

#### Bon Appetit – Food and Drink

- Listen attentively and understand instructions.
- Listen attentively and show understanding by joining in and responding.
- Ask and answer questions on several topics.
- Perform simple communicative tasks using single words, phrases and short sentences.
- Make links between some phonemes, rhymes and spellings, and read aloud familiar words.
- Speak with increasing confidence.

#### Challenge, flourish, creative

#### How can we share God's love if we don't speak the same language?

#### British Values –

- To use a range of resources to teach and encourage British Values and make links to Christian Values at every opportunity
- MC - First News, Picture News, Newsround – links to other cultures and faiths through topical issues, World events
- Class debate/Ethos group/ Extra Milers

#### How can we follow in Jesus' footsteps and be a good friend?

#### Music - Charanga - 4.4 – Lean on Me!

A focus on Soul and Gospel Music

The children will use instruments during this unit

- Listen and Appraise
- Musical Instruments
- Perform the Song

#### How does Gospel music make us feel in Worship? Why?

- Practise, rehearse and present performances with an awareness of the audience
- Explore, choose, combine and organise musical ideas within musical structures.